

### Lumbering THEN and Now

Chippewa Falls School District

Dan Miller – 4<sup>th</sup> grade – millerde@chipfalls.k12.wi.us

Lisa Zimmerman – 2<sup>nd</sup> grade – zimmerla@chipfalls.k12.wi.us

Cindy Olson – 2<sup>nd</sup> grade – olsonck@chipfalls.k12.wi.us

Subject: Social Studies, Wisconsin Studies, Technology	Technology/Equipment/Supplies Needed: Computer lab, PowerPoint program including streaming videos, WI Digital, and historical photographs.
Topic: Wisconsin's Forests	
Grade Level: 2, 4 (adapted)	Collaboration (w/media specialist, other staff):  Librarian/Media Specialist
Lesson Length / No of Sessions:  Approximately a 2-week unit including an estimated 3 one-hour computer lab sessions on this project; additional computer lab time for Power Point creation with 2nd and 4th grade students working cooperatively	

#### Task/Objectives:

1. Students will identify 3 ways Native Americans used forests.
2. Students will explain how Wisconsin's "newcomers" (in the 1800s) used the forests.
3. Students will explain why Wisconsin's first cities developed near waterways and describe how waterways were used by Wisconsin's early settlers.
4. Students will describe the development/settlement of Chippewa Falls in relation to the lumbering industry and identify
5. related historical locations (Cook Rutledge Mansion, Chippewa River) in our city.
6. Students will identify the effects of early lumbering practices on the environment.
7. Students will compare and contrast lumbering of long ago with lumbering practices of today.
8. Students will sequence steps in manufacturing of a wood product.
9. Students will develop an appreciation of our natural resource(s) and make a projection of our forest areas in future times.
10. Students will work cooperatively with others in completion of tasks to summarize their learning.
11. Students will work cooperatively (cross-age) to create a multimedia presentation of their projects.

#### Process (strategies & activities):

- independent exploration and learning via teacher-prepared Power Point
- completion of individual flip-chart pages to correlate with learning segments
- completion / assembly of flip-chart booklet
- cross-age collaboration
- digital photography of flip-booklets
- completion of Power Point presentations

#### Resources:

Computer lab  
 Historical photos, video streaming, and Digital Wisconsin incorporated into teacher-prepared Power Point  
 Prepared flip-book pages to be used by students when learning segments are completed  
 Digital camera  
 Power Point software

## Assessment Rubric:

Minimal	Basic	Proficient	Advanced
Student appears to have insufficient knowledge about the facts in the flip-book.	Student can accurately answer about 75% of questions related to facts in the flip-book.	Student can accurately answer most questions related to facts in the flip-book.	Student can accurately answer all questions related to facts in the flip-book.
Graphics do not relate to the topic.	All graphics relate to the topic.	All graphics are related to the topic and most make it easier to understand.	All graphics are related to the topic and make it easier to understand
The flip-chart is distractingly messy or very poorly designed. It is not attractive.	The flip-chart is acceptably attractive though it may be a bit messy.	The flip-chart is attractive in terms of design, layout and neatness.	The flip-chart is exceptionally attractive in terms of design, layout, and neatness.
The workload was not divided OR people in the group are viewed as hindering the work of others.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload is divided and/or shared equally by all team members.

## Alignment to Content Standards:

Objectives and Activities for this mini-unit correspond to curriculum areas for Gr. 4 and Gr. 2 including, but not limited to: Wisconsin history, People Long Ago, Communities grow and change, Natural resources, Industry, Environmental Education, Technology, Study Skills, Working Together

## Alignment to Information and Technology Literacy Standards:

### Media & Technology

- A.1
- A.2
- A.3
- A.4
- A.5
- A.6

### Information & Inquiry

- B.1
- B.2
- B.3
- B.4
- B.5
- B.6
- B.7
- B.8

### Independent Learning

- C.1
- C.2
- C.3
- C.4

### The Learning Community

- D.1
- D.2
- D.3
- C.4

## Teacher Notes:

As students complete “learning modules” of the PowerPoint, they will illustrate a color-coded pre-cut sheet and discuss their illustration with the teacher as part of the assessment process.

WISCONSIN'S FORESTS

Native Americans Use the Forest
Europeans Arrive & Use Forest
Cities are Built in Wisconsin
Chippewa Falls in the 1800s
What Happened to the Forests?
Lumbering THEN and NOW
From a Tree to a Table
Forests of the Future

All pages will be completed at some time during the unit – The order of completion is dependent upon the path(s) of each group.

Once completed, the “Title Page” will be designed and the booklet stapled together. Each page will “flip up” from the TOPIC LINE to reveal the illustration.

Completed FLIP BOOKS will be used in final Power Point presentations. Illustrations will be photographed digitally and used in Power Point. Possible additional text will be dictated by 2<sup>nd</sup> graders and included by the 4<sup>th</sup> graders in the final product.